Strategic Vision and Three Year Outlook

2021-2023

Strategic Vision and Three Year Outlook 2021-2023

Our Whakatauki
He waka eke noa – We are all in this together

Our Mission: *Why we are here*
To be the best we can be

Our Vision: *What we want to achieve*
To be NZ's premier centre of expertise and resources for young people with autism and special needs.

Our Shared Values and Beliefs
- *Equity - all students have a right to succeed and be heard*
- *Respect - for ourselves, each other and our environment*
- *Courage - be proud and stand up for our students and our school*
- *Fun - enjoying learning and celebrating achievements*
- *Contribution - everyone is valued and has a part to play*

Our Commitment to Recognising Māori and Other Cultures
Mahinawa Specialist School recognises and values the cultural background of all its students and acknowledges the unique role of Māori Culture in New Zealand society.

We are committed to fulfilling the intent of the Treaty of Waitangi and the valuing of New Zealand's dual cultural heritage. The school community is encouraged to understand the partnership rights and responsibilities inherent in the Treaty of Waitangi. The school community will continue to develop a partnership with Takapuwahia Marae and the Pacific Island Community.

We will foster Tikanga Māori and Te Reo Māori. The school community will explore ways in which our students can increase their engagement in these areas.

The school embraces the Ka Hikatia strategy and will:
- *undertake professional development in Tātaiako*
- *continue developing our relationship with Takapuwahia Marae and the Ngati Toa iwi*
- *build relationships with local Māori and Pacific Island communities*
- *develop a strong sense of identity for Māori students*
- *help the staff and school community to understand and appreciate Tikanga Māori*
- *work towards ensuring Māori students are successful*

Our Current Board

Ged Callaghan (Chairperson)
Janine Usoalii (Parent representative)
Matthew Lord (Parent representative)
Larissa Toelupe (Co-opted member)
Tangiwai Moki-Hopfler (Parent representative)
Meredith Dyer (Parent representative)
Rob Noon (Parent representative)
Pat Masoe (Staff representative)
Sue McLean (Principal)
Karen Fugle (BOT Minute Secretary)

Our School

Mahinawa Specialist School and Resource Centre *is a state, specialist, co-educational school for students aged between five and twenty one years who have intellectual, physical, emotional and/or behavioural disabilities preventing them from learning satisfactorily when in full time regular mainstream classrooms. Mahinawa is a Decile Five school in a mixed socio-economic area situated within a multicultural community. Students require and receive an integrated programme of education and therapy from a multi-disciplinary team. The teaching focus is to provide an individualised learning programme with high staff to pupil ratios to ensure students' needs are met and behaviours are managed appropriately. The students are drawn from a wide catchment area from Horowhenua to Wellington and Hutt Valley through referral from numerous community and government agencies.*

The school facilities *consist of a single storey purpose built main facility which houses the school office and both primary and secondary classes, seven satellite classes hosted by regular primary, intermediate and secondary schools and a community based for those 18-21 year old about to leave the school system. The main site is situated in Takapuwahia Drive, Elsdon. In the Porirua area there are two primary level satellites hosted by two contributing schools -Porirua School and Ngati Toa School, an intermediate class at Titahi Bay Intermediate and a secondary satellite class being built at Porirua College. On the Kapiti Coast there are two full primary classes at Raumati Beach School and Kapiti Primary School and a secondary satellite at Kapiti College. We fund a community based hub for our most able students 18 to 21 years in Porirua.*

Our school community includes*:*
- *100% of students with ORS verification*
- *55 students with an ORS verification of High Needs funding*
- *45 students with an ORS verification of Very High Needs funding.*

Our school community in 2021 there are:
- *100 students*
- *97 families*
- *25% of students identify as European (25)*
- *39% of students identify as Māori (39)*
- *23% of students identify as Pasifika (23)*
- *9% of students identify as Asian (9)*
- *4% of students identify as Middle Eastern, Latin American (4)*

There are in 2021:
- *27 of the students are female*
- *73 of the students are male*

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Development Of Our Strategy: *What we are doing to achieve our vision*

The Strategic Context:

Our strategic plan is built around these key questions

- *How will we establish ourselves and maintain that position as a centre of expertise for students with ASD and significant needs offering support for students in our school, in our outreach service and in the greater Wellington area?*

- *How can we ensure our provision across our network as it extends has the same high standard of professional expert staff and high quality resources throughout?*

- *How are we going to keep us being the best that we can be – that's all of us, students, whanau and staff so that we can become that centre of expertise we want to be?*

- *What has changed both globally and within New Zealand and within our local environment of Wellington that we need to consider when making plans for the future.*

When developing our strategic vision we reflected on some key external factors in education in New Zealand*:*

- *The population in New Zealand is growing and as result the student population in Wellington is expected to grow as well.   We can expect that the students with ORS funding will increase as well and there will need to be provision for them in a network that has been recognised as under pressure.*

- *Some large housing developments are planned for the next five years which will require new schools to be built. The Ministry of Education has indicated that provision of satellite classes in these will now be part of their planning.*

- *Teachers will increasingly be asked to cope with students whose needs are beyond the regular school's expertise and indeed beyond the coping ability of their setting.*

- *The continued trend in NZ education of establishing innovative learning environments will challenge some students with significant needs especially those with autism and sensory and auditory processing issues.*

- *There is a concerning increase in students with challenging behaviours with schools struggling to cater successfully for them.*

We also looked at where we as a school are currently.

- *We feel our school is now recognised as a solution to some of the issues within Wellington's education network.   The Ministry now has a plan to roll our satellite classes across Greater Wellington so that any student has ease of access to these facilities.*

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- *We want to continue working on establishing ourselves as a leader in special education in Wellington in the future, and become the go-to place for advice, support, resources, coaching and guidance for regular class teachers and parents of students with significant needs.*

- *We are now recognised as a centre that has had some success in catering for students with significant educational and behavioural challenges. We feel that this is something we can develop further in the future and need to shape ourselves to enable us to do that.*

- *With the development of further satellites and the shift of our school population to these satellites, we can now explore how we want to develop the main site with its secure classrooms and playground. This could mean developing a behaviour centre for those schools along SH1. It could also mean we could explore offering opportunities for ORS students within our local community to have access for specific purposes and length of time.*

- *With the growth of the school into an extended network, we must ensure that we don't lose sight of what makes this a special place for students and whanau and staff and these features must be preserved at all costs. We need to build on these key characteristics and maintain the expectation for everyone to work at achieving their best so that the students have a positive outcome.*

We believe that:
- *We need to continue to push ourselves as an organisation to do things better because by doing that, we will improve outcomes for students and parents and professionals.*

- *And we need to continue to offer a journey to students and their whanau. Enrolling with us generates a commitment by us to do our best so students can achieve their best. Along the way, whanau can explore new possibilities for their child and see a brighter future for the tamariki and themselves. Students have got to be better at the end of their journey with us, having spent time in our space. Whanau have got to feel supported and their load lightened because their child is with us.*

- *We still want to create a school where being "special" is normal and students can focus on being themselves thus giving them a sense of their own worth, where they are not being compared to or comparing themselves to "normal". Some would see that as a negative. We see it as a positive. Instead of identifying students as "Johnny who is deaf or has ASD or Downs ", they become "Johnny" with no definer attached. They learn to manage themselves - no excuses. They learn – no exception.*

- *We still see each child's journey has to be personalised to cater for their individual needs. We still need to focus our efforts on designing a learning pathway for individual students which all schools claim but we invest really heavily in that individual journey. Our students require a great deal of support and resourcing to achieve. More teachers, more support staff', more specialists, more specialised*

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resources! But the impact of this expenditure is worth it because as a result of it, our students are able to maximise their time with us and work towards their best.

- *With the outbreak of the Covid pandemic in 2020, we see that distance learning and the tools to enable whanau and students to access this easiy need to be in place in every student's home. To this end we see working with the MOE's Equitable access team as key as is the setting up of a ready supply of touch devices such as touch screen desktops, iPads and laptops for students to access in daily learning as essential if distance learning is to be successful.*

What did we set out to achieve in the past:

Our strategic Vision and Three Year Outlook for 2013 to 2017 *was focused on ensuring we had the systems and processes in place required by law and the Ministry of Education to enable us to deliver a safe environment for students as well as providing staff who were aware of requirements and updated professionally. ERO supported us in the first eighteen months through a Paetawhiti review to ensure we knew what needed to be done and how to do it in the future.*

- *We tightened the processes around the writing of Individual Education Plans to ensure they are useful living documents that are helpful to parents and staff alike.*
- *We modified the Appraisal process and the documentation around it until we now feel we have a responsive professional system*
- *We have reviewed and refined our processes around teacher recertification and meeting professional standards.*
- *We refocused on student achievement and developed a system by which we can report progress on the NZC curriculum to parents in a meaningful manner and to the Board of Trustees in a manner that enables them to plan strategically.*
- *We provided extensive professional development to lift individualised planning and programming, their understanding of the curriculum and the management of challenging students.*
- *We overhauled our health and safety processes in place to meet both the Ministry of Education and the law's requirements as well as parent's expectations.*

As a result, our ERO review and our Service Standards Review have complimented us on our process, procedures and management of all these areas.

In Our Three Year Outlook for 2018-2020 *our focus shifted to setting ourselves into a position to be a leader in special education and for all of us to be the best we can. Our key strategic areas were aimed at getting us to a place we could do this. Over the past three years we have:*

- *Developed a talented staff who are performing at their best through professional development and collaboration.*

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- *Reviewed our existing programmes and resources, introducing new programmes and starting the process of creating a resource centre for staff so that we can be offering the best*
- *Improved existing classrooms in our current network and with the Ministry Of Education's support started the process of extending our delivery network so that it provides the best opportunity for students to learn.*

We are excited by the transformations we have achieved to date and can see that with these next initiatives we can make the next leap to establishing ourselves as a valuable centre of education. It will take some effort and energy and will definitely be worth all that we can give it. Once again it won't rely on one person or group but all of us on board to make it happen.

Where are we heading in 2021-2023*?*
Whatever we set out to achieve has to continue to continue to lift our school from the side lines of education... the "end stop" when all else has failed, to a place in the forefront of educators' minds when support is needed for students with additional needs.

In setting Our Three Year Outlook for 2021-2023, *we are recognising that our school community is well set up for being a leader in special education, with a network that now has modern, purpose built classroom spaces, a network that has provision from primary to secondary to community spaces in both Porirua and the Kapiti –Horowhenua areas, staff who have access to both quality professional development and who are inquiring and professional and are soon to have access to resources no matter on which site they are working.*

When deciding what we wanted to invest in to take us where we want to be so that we could achieve our vision we have kept the same key initiatives:
- *We need to build community engagement so that whanau feel connected, staff feel valued and students feel connected and successful. The challenge in this period will be that the geographical area covered by the school is extending and the roll growing.*
- *We still need to be looking at what we offer students and in this period we want o specifically focus on student wellbeing and to strengthen the transition process.*
- *We will continue to develop our talented staff with access to rich resources and professional development with innovative programmes in place with a focus on Digital Learning and the tools needed for this.*

It was natural that of those there strategic areas, some actions needed to happen before others and so our three plan is divided into three different stages.

1. **In the first year, 2021,** *we will investigate what the school needs for the future so that the challenges of its growth are being met. This will include making a plan for extending and building leadership capacity, making plans around managing the*

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extra workload in Payroll, accounts, student management and planning for extending property management. We will put in place the Boards' plans around communication, the creation of the wellbeing team as well start reviewing the Transition process and providers. Assessing and reviewing programmes and assets to make sure they are fit for purpose will also take place.

2. **In our second year, 2022,** *our focus is on action – In this year we will make sure our plans are in action, that the new wellbeing team is in place and our resources including out digital tools are suitable to their role. New staff will have a professional development coach to support them coming on board with key programmes and approaches taken up by th school in the past six years. Staff will be upskilled in digital learning programmes and there will be a move to more digital platforms for management and Professional Learning.*

3. **In our third year, 2023**, *while the roll out of our plans continues, we will be focused on the reviewing, assessing and evaluating of our initiatives and the actions we have taken ready to set a new direction for 2024-2026.*

Mahinawa Specialist School Three Year Outlook 2021-2023

Strategic Goals	Encourage the Best Community Engagement	Build the Best Student Learning Opportunities	Develop the Best Staff Delivering Best Programmes
Our Strategic Initiatives	**1.1: Communicate and Celebrate Success -** **1.2: Extend our engagement with our whanau, local schools, and wider community using a diverse range of tools** **1.3: Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location**	**2.1: Create a student focused wellbeing team** **2.2: Strengthen our transition processes out of schooling.**	**3.1: Enable continuous research and innovation** **3.2: Strengthen staff engagement and wellbeing** **3.3: Embrace technology**
Our Expected Outcomes *What are we expecting to achieve with these initiatives?*	**1.1: Communicate and Celebrate Success** o **1.1a**: *The Board is engaged with community and staff* o **1.1b**: *There is regular two way communication and engagement with whanau using a variety of tools* **1.2: Extend our engagement with whanau, local schools, and wider community using a diverse range of tools** o **1.2a**: *The school is visible across all the catchment* o **1.2b**: *The wider community is aware of our purpose* o **1.2c**: *Satellite classes are well integrated into their Host Schools* o **1.2d**: *Satellite staff have connected with host school staff to build pathways for our students' integration* o **1.2e**: *ORS students and their teaching and support staff in local schools are supported by our school* o **1.2f**: *Our whanau feel connected and engaged with our school regardless of their geographical location* **1.3: Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location** o **1.3a**: *Our mission, vision, values and/or whakatauki form the basis of all decision making* o **1.3b**: *Decisions made are equitable for all sites* o **1.3c**: *Steps are taken to ensure that all whanau have a voice in decision making and have access to school leaders* o **1.3d**: *Leaders and staff actions reflect our mission vision values and whakatauki across all sites*	**2.1: Create a student focused Wellbeing Team** o **2.1a**: *A service will be created to improve student health well-being and engagement* o **2.1b**: *Each specialist will have a caseload of students requiring their support* o **2.1c**: *There is a plan to provide the service to identified students in need* o **2.1d**: *The workload is reduced in this area for Specialists and teachers* **2.2: Strengthen our transition processes out of schooling.** o **2.2a**: *The transition process leads parents to explore possible futures for their children* o **2.2b**: *The transition process is clearly visible to families* o **2.2c**: *Students will have successful placements with a smooth transition to their post-Mahinawa setting* o **2.2d**: *Teachers have the tools to support families develop a plan for life after Mahinawa*	**3.1: Enable continuous research and innovation** o **3.1a**: *PLD coaches can see that their PLD area embedded into teaching practice across all sites* o **3.1b**: *Teacher capability is lifted in these previous areas of PLD* o **3.1c**: *There is a culture of research best practice across staff* o **3.1d**: *New staff are coached in these tools so they are up to date* **3.2: Strengthen staff engagement and wellbeing** o **3.2a**: *Staff are positive, happy and working collaboratively* o **3.2b**: *Staff feel connected, valued and well supported and looked after* o **3.2c**: *Staff are engaged in improving teaching, learning across the school* o **3.2d**: *The Leadership models evolve to support staff engagement across extended sites* **3.3: Embrace technology** o **3.3a**: *An updated Digital Strategy is in place for 2021-2023* o **3.3b**: *An asset replacement plan has been developed to ensure technology devices are current.* o **3.3c**: *Teachers use digital technologies confidently to enhance teaching and learning programmes* o **3.3d**: *Digital tools will ease increased work load in administration across larger more dispersed school*
Our Success Measures *How will we know we have achieved these by 2023?*	**1.1: Communicate and Celebrate Success** o **1.1a**: *The Board has a Comprehensive Community Communication plan in place* o **1.1b**: *Feedback that is representative of all the school increases from 30%* o **1.1c**: *We have positive communication with media twice a year* **1.2: Extend our engagement with our whanau, local schools, and wider community using a diverse range of tools** o **1.2a**: *We have met with Community leaders and shared our story with them* o **1.2b**: *Our school is offered as an option when parents are looking for a setting for their children across all geographical locations.* o **1.2c**: *Students have access to host school classes and programmes* o **1.2d**: *There is a positive relationship between satellite staff and host school staff* o **1.2e**: *Satellite staff have connected with host school staff* o **1.2f**: *Opportunities to teaching and support staff of ORS students in local school have been offered* o **1.2g**: *The level of whanau engagement is consistent across all geographical areas as measured by attendance at various events such as surveys, whanau bbq. workshops, IEP meetings etc* **1.3: Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location** o **1.3a**: *All documentation contains references to the mission, vision, values and/or whakatauki* o **1.3b**: *There is evidence that the effects of decisions on all sites are considered when Leaders and Board make decisions* o **1.3c**: *Multiple tools are used to engage all whanau in every site with no one tool is being used alone.* o **1.3d**: *Leaders audit staff interactions in all sites to ensure that standards are uniform across all sites and in all roles.*	**2.1: Create a student focused Wellbeing Team** o **2.1a**: *Specialist staff will be employed to create a Wellbeing team.* o **2.1b**: *The Wellbeing team will be actively working with students staff and whanau* o **2.1c**: *The Teaching and specialists teams will have reduced workload* o **2.1d**: *The number of active cases on the caseload each specialists in the team* **2.2: Strengthen our transition processes out of schooling.** o **2.2a**: *Students leave Mahinawa with a clear plan in place on which they and their families are able to act.* o **2.2b**: *Teachers are trained to use the new tools to engage whanau to explore possible futures from Year 9 to Year 11* o **2.2c**: *SMG have established guidelines with the preferred agency to ensure the final process starts at Year 14 and responsibilities of the school and agency are clearly established for the future* o **2.2d** *There is evidence of student voice in the decisions made*	**3.1: Enable continuous research and innovation** o **3.1a**: *Staff baseline is developed in each PLD area and improvements measured over three years* o **3.1b**: *Staff develop a tool to report success across the school* o **3.1c** *There is evidence of staff researching best practice as part of staff inquiries* o **3.1d**: *Coaching plans are in place and monitored for new staff* **3.2: Strengthen staff engagement and wellbeing** o **3.2a.i**: *Opportunities to enable staff to have easy collaboration are in place to lighten teacher workload* o **3.2a.ii** *Staff use the opportunities planned to work collaboratively* o **3.2b.i**: *Systems are in place to enable leaders to stay connected with staff across all sites* o **3.2b.ii** *Feedback from staff shows that the planned supports during periods of high work load in the school calendar is beneficial* o **3.2b.iii** *Effective communication systems are developed to connect sites across increased distances* o **3.2c.i**: *All staff are engaged in professional discussions during meetings and as part of their appraisal* o **3.2c.ii**: *Tools are used to measure staff wellbeing with the results analysed and compared across the three year period with action plans created* **3.3: Embrace technology** o **3.3a**: *Digital strategy is refreshed and a review process is in place for its delivery* o **3.3b**: *Those digital assets that are identified as outdated have been replaced* o **3.3c**: *The planning for the use of digital technologies is evidenced in teacher planning* o **3.3d**: *Digital tools are used to assist with managing a larger roll and staff across a greater distance*

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Mahinawa Specialist School Three Year Outlook 2021-2023 Strategic Goal One

Our Strategic Goal One	Encourage the Best Community Engagement		
Our Strategic Initiatives	**Strategic Initiative 1.1:** **Communicate and Celebrate Success**	**Strategic Initiative 1.2:** **Extend our engagement with our whanau, local schools, and the wider community using a diverse range of tools**	**Strategic Initiative 1.3:** **Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location**
Our Outcomes	**1.1a:** The Board is engaged with community and staff **1.1b:** There is regular two way communication and engagement with whanau that reflects the diversity of our school school community and uses a variety of tools	**1.2a:** The school is visible across all catchment areas **1.2b:** The wider community is aware of our purpose **1.2c:** Satellite classes are well integrated into their host school **1.2d:** There are connections built between our satellite staff and their host school staff **1.2e:** ORS students and their teaching and support staff in local schools are supported by our school. **1.2f:** Our whanau feel connected and engage with our school regardless of their geographical location.	**1.3a::** Our mission, vision, values and/or whakatauki form the basis of all decision making **1.3b:** Decisions made are equitable for all sites **1.3c:** Steps are taken to ensure that all whanau have a voice in decision making and have access to school leaders **1.3d:** Leaders and staff actions reflect our mission, vision, values and /or whakatauki across all sites
Our Measures	**1.1a:** The Board has a comprehensive community communication plan in place **1.1b:** Feedback that is representative of all the school increases from 30%. **1.1c:** We have positive communication with media twice a year to celebrate successes and new developments.	**1.2a:** We have met with Community leaders and shared our story with them **1.2b:** Our school is offered as an option when parents are looking for a setting for their children across all geographical locations. **1.2c:** Students have access to host school classes and programmes **1.2d:** There is a positive relationship between satellite staff and host school staff **1.2e:** Opportunities have been offered to teaching and support staff of ORS students in local school **1.2f:** A record of whanau attending meetings, workshops, and school events are kept year on year for comparison to show trends and patterns.	**1.3a:** All documentation contains references to the mission, vision, values and/or whakatauki **1.3b:** There is evidence that the effects of decisions on all sites are considered when leaders and Board make decisions **1.3c:** Multiple tools are used to engage all whanau in every site with no one tool is being used alone to ensure no group or site is excluded **1.3d:** Leaders audit staff interactions in all sites to ensure that standards are uniform across all sites and in all roles

Our Actions	1. Board plans a communication plan for the community and shares it with whanau at parent events
	 2. Social opportunities are set up for Board to meet staff at informal events and at Board/Staff events
	 3. Whanau are asked for feedback in specific topics where information is needed in a variety of ways- post-its, tokens, electronic and telephone surveys, face to face discussions
	 4. Key aspects of school life are identified to share with the wider community each year as part of the communication plan
	    1. Opening of the new satellite classes
	    2. Milestone of 100th student starting at our school
	    3. An annual tree planting at Seaview
	    4. Invite community leaders to the whanau events
	    5. Regular uploading of photos of school events on the banner on the school's website
		1. Events planned and organised for the outside community to attend planned functions. The 2021 trial is to hold an open day events on a Saturday morning
		 2. Kahui Ako schools are offered any organised PLD for paraprofessional staff
		 3. Regular meetings with Host school principals and discussions sessions with host staff are held
		 4. Whanau attendance at meetings workshops and social events is recorded to compare from year to year
		 5. New opportunities for whanau are explored and offered each year.
		 6. Ways to connect whanau across the extended distances are investigated.
			1. The Mission, Vision, Values, and/or Whakatauki are added to documentation.
			 2. Board and leaders minutes reflect that they have considered the effects of decision on all sites across the school.
			 3. All whanau engagements use multiple ways to connect with them – hard copy, digital copy, phone call texts.
			 4. The leaders have planned discussion with staff around working to ensure we meet the Vision, Mission, Values and Whakatauki
			 5. Senior Management are regularly on sites to ensure that all staff are meeting expectations in teaching and learning.

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Our Strategic Goal Two	*Build the Best Student Learning Opportunities*		
Our Strategic Initiatives	<u>*Strategic Initiative 2.1:*</u> *Create a student focused Wellbeing Team*	<u>*Strategic Initiative 2.2:*</u> *Strengthen our transition processes*	
Our Outcomes	*2.1a: A service will be created to improve student health, wellbeing and engagement* *2.1b: Each specialist will have a caseload of students requiring their support* *2.1c: There is a plan to provide the service to identified students* *2.1d: The workload is reduced in this area for specialists and teachers*	*2.2a: The transition process leads parents to explore possible futures for their children* *2.2b: The transition process is clearly visible to families* *2.2c: Students will have successful placements with a smooth transition to their post-Mahinawa setting* *2.2d: Teachers have the tools to support families develop a plan for life after Mahinawa*	
Our Measures	*2.1a Specialist staff will be employed to create a Wellbeing Team* *2.1b The Wellbeing team will be actively work with students, staff and whanau on their caseload* *2.1c: The Teaching and Specialist teams will no longer work on student health and social issues but refer them to the team* *2.1d: The number of active cases on each specialist's caseload will reduce over time*	*2.2a: Students leave Mahinawa with a clear plan in place on which they and their families are able to act* *2.2b: Teachers are trained to use the new tools to engage whanau to explore possible futures from Year 9 to Year 11* *2.2c: SMG have established guidelines with the preferred agency to ensure the final process starts at Year 14 and responsibilities of the school and agency are clearly established* *2.2d There is evidence of student voice in the decision making*	
Our Actions	1. *Prepare a roll of possible students for health coordinator and social worker and any other identified roles in the new team* 2. *Prioritise which role is the most beneficial to the most students* 3. *Employ the specialist for that role* 4. *Record the active cases on roll each term to see if caseload is reducing. This will show the actions being taken are effective.*	1. *Introductory meeting held each year for the parents of students transitioning out of school in the next two years. This will explain the process and what the provider will offer over the last year. Parents will then be signed up before the start of the year.* 2. *An agreement is prepared with the preferred agency* 3. *Meetings for teacher in secondary spaces above Y9 to help plan the document changes and to understand the documents' purpose and how to administer it.* 4. *The transition document is reviewed in 2021 to make sure it covers what is needed* 5. *The transition planning document is used at IEP meetings for Year 9 students* 6. *A method for students' voice to be part of planning is created and used by teachers*	1.

Our Strategic Priorities	Develop the Best Staff Delivering the Best Programmes		
Our Strategic Initiatives	**Strategic Initiative 3.1:** **Continuous research and innovation will be enabled**	**Strategic Initiative 3.2:** **Strengthen staff engagement and well being**	**Strategic Initiative 3.3:** **Embrace technology**
Our Outcomes	**3.1a:** PLD coaches can see that their PLD area is embedded into teaching practice across all classes **3.1b:** Teacher capability is lifted in these previous PLD areas **3.1c:** There is a culture of researching best practice **3.1d:** New staff are coached on best practices tools currently being used across the school **3.2d:** The Leadership models evolve to support staff engagement across the extended sites	**3.2a:** Staff are positive and work collaboratively on planning and resource making **3.2b:** Staff feel valued, supported and well looked after **3.2c:** Staff are engaged in teaching learning and our school **3.2d:** Staff have a positive mindset	**3.3a:** Digital Strategy is updated for 2021-2023 **3.3b:** An Asset replacement plan is developed to ensure technology devices are current **3.3c:** Teachers use Digital technology confidently to enhance teaching and learning programmes.
Our Measures	**3.1a.i:** Staff baseline is developed in each PLD area and improvements measured over three years **3.1a.ii:** Staff develop a tool to report success across the school in PLD areas **3.1c:** There is evidence of staff researching best practice as part of staff inquiries **3.1d:** Coaching plans are in place and monitored for new staff **3.1e:** A new initiatives in the leadership of the school is in place and roles have been clearly defined	**3.2a:** Opportunities for easy staff collaboration are in place to lighten teacher workload **3.2b:** Systems are in place to enable leaders to support staff across all sites **3.2c:** All staff are engaged in learning discussions through their appraisals **3.2d.i:** Staff are supported to maintain a positive attitude and mindfulness **3.2d.ii:** A tool is used to measure staff engagement annually	**3.3a:** The Digital Strategy has been refreshed and plans for its delivery over 2021-2023 are in place with costings made for inclusion in each budget **3.3b:** This digital assets identified as outdated have been replaced **3.3c:** The planning for the use of digital technologies is evidenced in teacher planning **3.3d:** Digital tools are used to assist with managing a larger roll and staff across a greater distance
Our Actions	1. PLG leaders are identified and staff baseline in each area is created 2. Staff new to the PLG areas are coached and supported as they adopt the approach, tools etc with a coaching plan created to achieve this 3. A tool is created to report status of uptake across all sites 4. Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui 5. SMG has inquired into alternative leadership models 6. A plan for the extension of leadership is investigated and created 7. New model of leadership is implemented in stages over the three years as the school extends and the roll grows.	1. Meetings where staff can collaborate are planned each term 2. Leaders have planned sessions with class teachers to provide the support and the sense of connection needed 3. Staff take part in a Stay Interview in Term Two. These interviews will give feedback on engagement, connections etc as well identify future plans. 4. Staff take part in a final discussion in Term Four 5. Strategies are set as part of the format of all staff meetings to support positive attitudes. 6. A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff and this is sent out each Term Three. 7. An action plan is prepared from staff suggestions and shared with staff 8. Results of this new survey are compared year on year.	1. Engage TTS to audit school digital assets 2. Assets are identified as obsolete and outdated equipment and a plan is prepared, priced to replace these. 3. A three year roll out of the plan is prepared. 4. PLD provider is engaged to coach staff in new technologies 5. Staff run workshops on some of the digital tools available so all teachers have access to these.

Three Year Outlook 2021-2023 Strategic Goal One Action Plan

Encourage the Best Community Engagement	Strategic Initiative 1.1: Communicate and Celebrate Success	Strategic Initiative 1.2: Extend our engagement with our whanau, local schools, and the wider community using a diverse range of tools	Strategic Initiative 1.3: Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location

Our Actions 2021	1. Board plans a communication plan for the community and shares it with whanau at parent events
	2. Social opportunities in 2021 will be the trial of Board and Staff Midwinter Dinner
	3. Whanau are asked for feedback using, electronic and telephone surveys, face to face discussions on:
	  - the Strategic Goals
	  - How can whanau connect across the school?
	4. Key aspects of school life are identified to share with the wider community each year as part of the communication plan
	  - Opening of the new satellite classes
	  - Milestone of 100th student starting at our school
	  - Regular uploading of photos of school events on the banner on the school's website
		1. Events planned and organised for the outside community. The 2021 trial is to hold an open day events on a Saturday morning
		2. Regular meetings with Host school principals and discussions sessions with host staff are held
		3. Whanau attendance at meetings workshops and social events is recorded to compare from year to year
		4. New opportunities for Whanau to provide to connect in 2021 are:
		  - Teaching and planning rMathematics at Mahinawa
		  - Low Sensory session at Awesome Bounce T2
		5. Ways to connect whanau across the extended distances are investigated.
			1. Leaders put a reference to the mission, vision, values and/or whakatauki on messages, updates etc as they prepare them
			2. SMG begin to refer to the mission, vision, values and/or whakatauki when making decisions around staffing resources etc
			3. The Board to refer to the mission, vision, values and/or whakatauki when making decisions at Board meetings
			4. At least three tools are used when consulting or sharing info with whanau – phone call, emails, electronic surveys, paper copies
			5. SMG scrutinise the delivery of the curriculum and the professionalism across all roles in all sites as part of regular visits

Our Actions 2022	1. Board plans a communication plan for the community and shares it with whanau at parent events
	2. Staff Mid Winter dinner is held for Board to meet staff at informal events and at Board/Staff events
	3. Whanau are asked for feedback using, electronic and telephone surveys, face to face discussions on:
	  - ??????
	4. Key aspects of school life are identified to share with the wider community each year as part of the communication plan
	  - Opening of the new satellite classes
	  - Annual Tree Planting at Seaview
		1. Events planned and organised for the outside community.
		  - We will continue2021's Open Day
		  - 2022 we will introduce????
		2. Regular meetings with Host school principals and discussions sessions with host staff are held
		3. The Workshops for 2022 are planned for support staff and offered to teachers and support staff within the Kahui Ako
		  - ?????????????
		4. New opportunities for Whanau to provide to connect in 2021 are:
		  - Teaching English at Mahinawa
			1. Continue with actions from 2021

Three Year Outlook 2021-2023 Strategic Goal One Action Plan

	- *Regular uploading of photos of school events on the banner on the school's website*	- *Low Sensory session at Awesome Bounce T2* - *?????*	
Our Actions 2023	1. *Board plans a communication plan for the community and shares it with whanau at parent events* 2. *Staff Mid Winter dinner is held for Board to meet staff at informal events and at Board/Staff events* 3. *Whanau are asked for feedback using, electronic and telephone surveys, face to face discussions on:* 　- *?????* 4. *Key aspects of school life are identified to share with the wider community each year as part of the communication plan* 　- *Opening of the new satellite classes* 　- *?????????????????* 　- *Regular uploading of photos of school events on the banner on the school's website*	1. *Events planned and organised for the outside community.* 　- *We will continue2021's Open Day* 　- *We will continue plans for 2022's* 　- *We will introduce new event in 2023* 2. *Regular meetings with Host school principals and discussions sessions with host staff are held* 3. *Whanau attendance at meetings workshops and social events is recorded to compare from year to year* 4. *The Workshops for 2023 planned for support staff and offered to teachers and support staff within the Kahui Ako* 　- *????????????* 5. *New opportunities for Whanau to provide to connect in 2021 are:* 　- *Curriculum consultation - Teaching Sexuality at Mahinawa* 　- *Low Sensory session at Awesome Bounce T2* 　- *?????*	1. *Continue with actions from 2021*
Our Outcomes	**1.1a:** *The Board is engaged with community and staff* **1.1b:** *There is regular two way communication and engagement with whanau that reflects the diversity of our school community and uses a variety of tools*	**2.2a:** *The transition programme will be improved* **2.2b:** *Teachers work with parents to explore possible futures*	**1.3a:** *Our mission, vision, values and/or whakatauki form the basis of all decision making* **1.3b:** *Decisions made are equitable for all sites* **1.3c:** *Steps are taken to ensure that all whanau have a voice in decision making and have equitable access to school leaders* **1.3d:** *Leaders and staff actions reflect our mission vision values and whakatauki across all sites*
Our Measures	**1.1a:** *The Board has a comprehensive community communication plan in place* **1.1b:** *Feedback that is representative of all the the school increases from 30%.* **1.1c:** *We have positive communication with media twice a year to celebrate successes and new*	**2.2a:** *100% of Mahinawa Specialist School's transition documents will be presented at IEP meetings* **2.2b:** *Students leave Mahinawa with a clear plan in place with which they and the family are able to act on in the future.*	**1.3a:** *All documentation contains references to the mission, vision, values and/or whakatauki* **1.3b:** *There is evidence that the effects of decisions on all sites are considered when leaders and Board make these*

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	developments.	***1.3c:*** *Multiple tools are used to engage all whanau in every site with no one tool is being used alone to ensure no group/site is excluded*
		1.3d: *Leaders audit staff interactions in all sites to ensure that standards are uniform across all sites and in all roles.*

Roadmap for Strategic Initiative One 2021-2023

Strategic Initiative One Goals		2021		2022		2023	
		First half	*Second Half*	*First half*	*Second half*	*First Half*	*Second half*
Strategic Initiative One: Encourage the Best Community Engagement	**1.1: Communicate and Celebrate Success**	**Term One** *Board communication plan is in place* *Milestone of 100th student starting at our school is celebrated in media.* *End of term uploading of photos of school events on the banner on the school's website*	**Term Three** *Board and Staff Midwinter Dinner* *Open Day held on Saturday to allow education community and prospective parents visit the main site* *End of term uploading of photos of school events on the banner on the school's website*	**Term One** *Board communication plan is in place*	**Term Three** *Board and Staff Midwinter Dinner* *Tree Planting is celebrated in media*	**Term One** *Board communication plan is in place*	**Term Three** *Board and Staff Midwinter Dinner*
		Term Two *End of term uploading of photos of school events on the banner on the school's website*	**Term Four** *Opening of the new satellite classes is placed in media.* *End of term uploading of photos of school events on the banner on the school's website*	**Term Two**	**Term Four**	**Term Two**	**Term Four**

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Roadmap for Strategic Initiative One 2021-2023

<table>
<tr>
<td rowspan="2"></td>
<td rowspan="2">1.2: Develop diverse tools to help the engagement our whanau, local schools, and wider community</td>
<td>Term One
Meeting with Host school principals with MSS principal.
Whanau attendance at meetings BBQ to be entered into spreadsheet
Whanau are asked for feedback on the Strategic Goals in variety of ways
PLD sessions are planned for 2021 and tagged for Kahui Ako staff</td>
<td>Term Three
PM/AM tea with Host school staff to thank and talk about inclusion
Open Day held on Saturday to allow education community and prospective parents to visit the main site
Support staff workshops for Kahui Ako taken</td>
<td>Term One
Meeting with Host school principals with MSS principal
Whanau attendance at meetings BBQ to be entered into spreadsheet
Whanau Supports plan is made for 2022-2023 using results from 2021 feedback
PLD sessions are planned for 2021 and tagged for Kahui Ako staff</td>
<td>Term Three
PM/Am tea with Host school staff to thank and talk about inclusion
Support staff workshops for Kahui Ako taken
Whanau Support plan for 2022 is actioned
Open Day held on Saturday to allow education community and prospective parents to visit the main site</td>
<td>Term One
Meeting with Host school principals with MSS principal
Support plan for 2023 is actioned
PLD sessions are planned for 2021 and tagged for Kahui Ako staff
Whanau Support plan for 2023 is actioned</td>
<td>Term Three
PM/Am tea with Host school staff to thank and talk about inclusion
Support staff workshops for Kahui Ako taken
Whanau Support plan for 2023 is actioned
Open Day held on Saturday to allow education community and prospective parents to visit the main site</td>
</tr>
<tr>
<td>Term Two
Low Sensory session at Awesome Bounce T2 held and attendance tracked
Teaching Mathematics at Mahinawa workshop for parents
Support staff workshops for Kahui Ako taken</td>
<td>Term Four
Whanau attendance at meetings BBQ to be entered into spreadsheet
Whanau asked how we can connect them during the Whanau BBQ and an action plan created 22 and 23
SMG ask local schools and CRRSC schools how they support whanau</td>
<td>Term Two
Low Sensory session at Awesome Bounce T2 held and attendance tracked
Teaching English at Mahinawa workshop for parents
Whanau Support plan for 2022 is actioned
Support staff workshops for Kahui Ako taken</td>
<td>Term Four
Whanau attendance at meetings BBQ to be entered into spreadsheet</td>
<td>Term Two
Low Sensory session at Awesome Bounce T2 held and attendance tracked
Teaching Sexuality Education at Mahinawa workshop for parents
Whanau Support plan for 2023 is actioned
Support staff workshops for Kahui Ako taken</td>
<td>Term Four
Whanau attendance at meetings BBQ to be entered into spreadsheet</td>
</tr>
</table>

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Roadmap for Strategic Initiative One 2021-2023

	1.3: Ensure that as the school extends our vision and values remain at the heart of all decision making and interactions regardless of geographical location	Term One Leaders put a reference to the mission, vision, values and/or whakatauki on messages, updates etc as they prepare them SMG begin to refer to the mission, vision, values and/or whakatauki hen making decisions around staffing resources etc At least three tools are used whenever consulting or sharing info with whanau – phone call, emails, electronic surveys, paper surveys, paper copies	Term Three SMG scrutinise the delivery of the curriculum and the professionalism across all roles in all sites as part of regular visits	Term One	Term Three	Term One	Term Three
		Term Two The Board to refer to the mission, vision, values and/or whakatauki when making decisions at Board meetings	Term Four	Term Two	Term Four	Term Two	Term Four

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Strategic Goal Two Action Plan 2021-2023

The Best Student Learning Opportunities	Strategic Goal 2.1: Create a student focused wellbeing team	Strategic Goal 2.2: Improve our delivery of the transition programme	
Our Actions 2021	Prepare a roll of possible students for health coordinator and social worker and any other identified roles in the new team Prioritise which role is the most beneficial to the most students Employ the identified specialist as priorities	Introductory meeting held for the parents of students leaving in the next two years. An agreement is prepared with the preferred agency for 2021 and assessed as to whether the agreement will stay in place for the next year. Meetings for teacher in secondary spaces above Y9 to help plan the document changes and to understand the documents' purpose and how to administer it. The transition document is updated to make sure it covers what is needed The transition planning document is used at IEP meetings for Year 9 students A method for students' voice to be part of planning is created and used by teachers	
Our Actions 2022	Track the number of active cases on roll each month to see if there is any reduction. In December feedback to Board progress on reduction of rolls.	Introductory meeting held for the parents of students leaving in the next two years. An agreement is prepared with the preferred agency for 2022 and assessed as to whether the agreement will stay in place for the next year The transition planning document is used at IEP meetings for Year 9 students The method decided to gather students' voice is used by teachers	
Our Actions 2023	Track the number of active cases on roll each month to see if there is any reduction. In December feedback to Board progress on reduction of rolls. Review future of the team for 2024 on.	Introductory meeting held for the parents of students leaving in the next two years. An agreement is prepared with the preferred agency for 2022 and assessed as to whether the agreement will stay in place for the next year The transition planning document is used at IEP meetings for Year 9 students The method decided to gather students' voice is used by teachers	

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Strategic Goal Two Action Plan 2021-2023

Our Outcomes	**2.1a**: A team will be created to work on improving student health, well-being and engagement **2.1b**: Each Specialist will have a caseload of students in need of their service **2.1c**: The Teaching and Specialist staff will have reduced workload **2.1d**: The number of active cases on each new Specialist's caseload will reduce over time.	**2.2a**: The transition process leads parents to explore possible futures for their children. **2.2b**: The transition process is clearly visible to parents. **2.2c**: Students will have successful placements with a smooth transition to their post-Mahinawa setting. **2.2d**: Teachers will have the tools to support families develop a plan for life after Mahinawa.	
Our Measures	**2.1a**: Specialist staff will be employed to create a Wellbeing team. **2.1b**: The Wellbeing Team will be actively working with students staff and whanau **2.1c**: The Teaching and other specialist will no longer deal with students' health and social issues. **2.1d**: The number of active cases on the Specialists' rolls will reduce over time.	**2.2a**: Students leave Mahinawa with a clear plan on which they and their whanau can act. **2.2b**: Teachers are trained to use the tools to engage whanau to explore futures from Year 9-11. **2.2c**: SMG have established guidelines with the preferred agency to ensure the final process starts at Year 14 and responsibilities of the school and agency are clearly established moving forward. **2.2d**: There is evidence of student voice in the decisions made.	

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Roadmap for Strategic Initiative Two 2021-2023

Our Strategic Goals		2021		2022		2023	
		First half	Second Half	First half	Second half	First Half	Second half
Strategic Initiative Two: The Best Student Learning Opportunities	2.1: Create a student focused wellbeing team	**Term One** Prepare a roll of possible students for health coordinator and social worker and any other identified roles in the new team	**Term Three** Employ the identified specialist as priorities	**Term One** Employ the identified additional specialists *Track the number of active cases on roll each term looking for any reductions.*	**Term Three** Track the number of active cases on roll each term looking for any reductions	**Term One** Employ the identified additional specialists *Track the number of active cases on roll each term looking for any reductions.*	**Term Three** Track the number of active cases on roll each term looking for any reductions
		Term Two *Prioritise which role is the most beneficial to the most students*	**Term Four** Identify further roles to be added to the team in 2022 and 2023.	**Term Two** Track the number of active cases on roll each term looking for any reductions	**Term Four** Track the number of active cases on roll each term looking for any reductions *Report progress to the Board*	**Term Two** Track the number of active cases on roll each term looking for any reductions	**Term Four** Track the number of active cases on roll each term looking for any reductions *Report progress to the Board and decide should it continue*
	2.2: Improve our delivery of the transition programme	**Term One**	**Term Three** The transition planning document is used at IEP meetings for Year 9 students *Tool decided to gather student voice are used as part of student programme*	**Term One** The transition planning document is used at IEP meetings for Year 9 students *Tool decided to gather student voice are used as part of student programme*	**Term Three** The transition planning document is used at IEP meetings for Year 9 students *Tool decided to gather student voice are used as part of student programme*	**Term One** The transition planning document is used at IEP meetings for Year 9 students *Tool decided to gather student voice are used as part of student programme*	**Term Three** The transition planning document is used at IEP meetings for Year 9 students *Tools decided to gather student voice are used as part of student programme*

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Roadmap for Strategic Initiative Two 2021-2023

		Term Two *Meetings for teacher in secondary spaces above Y9 to help plan the document changes and to understand the documents' purpose and how to administer it.* *The transition document is updated to make sure it covers what is needed* *A method for students' voice to be part of planning is created and used by teachers*	**Term Four** *Introductory meeting held for the parents of students leaving in the next two years.* *An agreement is prepared with the preferred agency for 2021 and assessed as to whether the agreement will stay in place for the next year.*	**Term Two** *Tools decided to gather student voice are used as part of student programme*	**Term Four** *Introductory meeting held for the parents of students leaving in the next two years.* *An agreement is prepared with the preferred agency for 2021 and assessed as to whether the agreement will stay in place for the next year.* *Tools decided to gather student voice are used as part of student programme*	**Term Two** *Tools decided to gather student voice are used as part of student programme*	**Term Four** *Introductory meeting held for the parents of students leaving in the next two years.* *An agreement is prepared with the preferred agency for 2021 and assessed as to whether the agreement will stay in place for the next year.* *Tools decided to gather student voice are used as part of student programme*

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Strategic Goal Three Action Plan 2021-2023

The Best Staff Delivering Best Programmes	Strategic Goal 3.1: Continuous research and innovation	Strategic Goal 3.2: Strengthen staff engagement	Strategic Goal 3.3: Embrace technology
Our Actions 2021	PLG leaders are identified and staff baseline in each area is created *Staff new to the PLG areas are coached and supported as they adopt the approach, tools etc with a coaching plan created to achieve this* A tool is created to report status of uptake across all sites *SMG has inquired into alternative leadership models* A plan for the extension of leadership is created *The new model of leadership's first stage is implemented*	Meetings where staff can collaborate are planned each term *Leaders have planned sessions with class teachers to provide the support and sense of connection needed* Staff take part in a Stay Interview in Term Two. *These interviews will give feedback on engagement, connections etc as well identify future plans.* Staff take part in a final discussion in Term Four *The habit of starting staff meetings by asking staff to give two things they are grateful for is established.* A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff *Action plan is created as a result of survey* Results of this new survey are recorded to compare with future results	Engage TTS to audit school digital assets *As part of TTS audit, the assets are identified as obsolete and outdated equipment and a plan is prepared, priced to replace these.* A three year roll out of the plan is prepared. PLD provider is engaged to coach staff in new technologies *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*
Our Actions 2022	Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui *The new model of leadership's second stage is implemented*	Meetings where staff can collaborate are planned each term *Leaders have planned sessions with class teachers to provide the support and sense of connection needed* Staff take part in a Stay Interview in Term Two. *These interviews will give feedback on engagement, connections etc as well identify future plans.* Staff take part in a final discussion in Term Four *The habit of starting staff meetings by asking staff to give two things they are grateful for is established.* A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff	The first year of the three year replacement plan is implemented *Staff run workshops on some of the digital tools available so all teachers have knowledge on these.* PLD provider continues to coach staff in new technologies *Digital activities continued to be shared across staff*

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		Action plan is created as a result of survey *Results of this new survey are recorded and compared with previous results*	
Our Actions 2023	*Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui* *The new model of leadership's third stage is implemented*	*Meetings where staff can collaborate are planned each term* *Leaders have planned sessions with class teachers to provide the support and sense of connection needed* *Staff take part in a Stay Interview in Term Two.* *These interviews will give feedback on engagement, connections etc as well identify future plans.* *Staff take part in a final discussion in Term Four* *The habit of starting staff meetings by asking staff to give two things they are grateful for is established.* *A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff* *Action plan is created as a result of survey* *Results of this new survey are recorded and compared with previous results*	*The second year of the three year replacement plan is implemented* *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* *PLD provider is engaged to coach staff in new technologies* *Digital activities continued to be shared across staff*
Our Outcomes	**3.1a**: *Previous PLD is coaches can see that their focus is embedded in teaching practice across all sites.* **3.1b**: *Teacher capability is lifted in these previous PLD foci.* **3.1c.**: *There is a culture of researching new and best practice* **3.1d**: *New staff are coached on best practices, tools etc currently being used across the school.* **3.1c**: *The leadership model evolves to support staff engagement across the extended sites.*	**3.2a**: *Staff are positive, happy and work collaboratively on planning and resources.* **3.2b**: *Staff feel valued, supported and well looked after* **3.2c**: *Staff are engaged in teaching and learning and in our school* **3.2d**: *Staff have a positive mindset*	**3.3a**: *The Digital Strategy is updated for 2021-2023* **3.3b**: *An asset replacement plan is developed to ensure technologies are current.* **3.3c**: *Teachers use digital technology confidently to enhance teaching and learning.*
Our Measures	**3.1a**: *Staff baseline is developed in each PLD area and improvements measured over three years* **3.1b**: *Staff develop a tool to report success across*	**3.2a**: *Opportunities for easy staff collaboration are in place to lighten workload.* **3.2b**: *Systems are in place to enable leaders to support staff across all sites.*	**3.3a**: *Our digital strategy has been refreshed, costings completed.* **3.3b**: *Assets identified as obsolete and outdated have been removed from the*

	the school **3.1c:** *There is evidence of staff researching best practice as part of staff inquiries* **3.1d:** *Coaching plans are in place and monitored for new staff* **3.1e:** *A new leadership model is in place with clearly defined roles to support staff across all sites.*	**3.2c:** *Survey teachers to measure staff willingness to collaborate.* **3.2d.i** *Staff are supported to maintain a positive attitude* **3.2d.ii** *A tools is used to measure staff engagement annually.*	*register and a preplacement plan has been created.* **3.3c:** *The planning for the use of digital technologies is evidenced in teacher planning.*

Roadmap for Strategic Initiative Three 2021-2023

Strategic Goal Three Initiatives		2021		2022		2023	
		First half	*Second Half*	*First half*	*Second half*	*First Half*	*Second half*
Strategic Goal Three: The Best Staff Delivering Best Programmes	*3.1: Continuous research and innovation*	<u>**Term One**</u> PLG leaders are identified and staff baseline in each area is created *Staff new to the PLG areas are coached and supported as they adopt the approach, tools etc with a coaching plan created to achieve this* SMG has inquired into alternative leadership models *A plan for the extension of leadership is created*	<u>**Term Three**</u>	<u>**Term One**</u> *Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui* *The new model of leadership's second stage is implemented*	<u>**Term Three**</u>	<u>**Term One**</u> *Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui* *The new model of leadership's third stage is implemented*	<u>**Term Three**</u>
		<u>**Term Two**</u> *A tool is created to report status of uptake across all sites* The new model of leadership's first stage is implemented *Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui*	<u>**Term Four**</u> Arinui Inquiries are shared with Principal and colleagues	<u>**Term Two**</u> *A tool is created to report status of uptake across all sites* The new model of leadership's first stage is implemented *Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui*	<u>**Term Four**</u> Arinui Inquiries are shared with Principal and colleagues	<u>**Term Two**</u> *A tool is created to report status of uptake across all sites* The new model of leadership's first stage is implemented *Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui*	<u>**Term Four**</u> Arinui Inquiries are shared with Principal and colleagues

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Roadmap for Strategic Initiative Three 2021-2023

	3.2: Strengthen staff engagement	**Term One** Meetings where staff can collaborate are planned each term *Leaders have planned sessions with class teachers to provide the support and sense of connection needed*	**Term Three** Results of this new survey are recorded and compared with previous results *Action plan is created as a result of survey*	**Term One** Meetings where staff can collaborate are planned each term *Leaders have planned sessions with class teachers to provide the support and sense of connection needed The habit of starting staff meetings by asking staff to give two things they are grateful for is established.*	**Term Three** Results of this new survey are recorded and compared with previous results *Action plan is created as a result of survey*	**Term One** Meetings where staff can collaborate are planned each term *Leaders have planned sessions with class teachers to provide the support and sense of connection needed*	**Term Three** Results of this new survey are recorded and compared with previous results *Action plan is created as a result of survey*
		Term Two A survey is prepared which combines Gallop Survey and Flourish Movement questions that is relevant to all our staff *Staff take part in a Stay Interview in Term Two. These interviews will give feedback on engagement, connections etc as well as identify future plans.*	**Term Four** Staff take part in a final discussion in Term Four	**Term Two** A survey is prepared which combines Gallop Survey and Flourish Movement questions that is relevant to all our staff *Staff take part in a Stay Interview in Term Two. These interviews will give feedback on engagement, connections etc as well as identify future plans.*	**Term Four** Staff take part in a final discussion in Term Four	**Term Two** A survey is prepared which combines Gallop Survey and Flourish Movement questions that is relevant to all our staff *Staff take part in a Stay Interview in Term Two. These interviews will give feedback on engagement, connections etc as well as identify future plans.*	**Term Four** Staff take part in a final discussion in Term Four

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Roadmap for Strategic Initiative Three 2021-2023

	3.3: Embrace technology	**Term One** *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Three** Engage TTS to audit school digital assets *As part of TTS audit, the assets are identified as obsolete and outdated equipment and a plan is prepared, priced to replace these.* A three year roll out of the plan is prepared. PLD provider is engaged to coach staff in new technologies	**Term One** *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Three** A three year roll out of the plan is prepared. PLD provider is engaged to coach staff in new technologies	**Term One** *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Three** A three year roll out of the plan is prepared. PLD provider is engaged to coach staff in new technologies
		Term Two *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Four**	**Term Two** *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Four**	**Term Two** *Staff run workshops on some of the digital tools available so all teachers have knowledge on these* Digital activities continued to be shared across staff *Staff create activities and load on Skills on Seesaw*	**Term Four**

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First Year Plan 2021

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First Year Plan 2021

Our Vision	***To be the best we can be***
Our Purpose	***Our school will be the centre of expertise and resources for students with autism and behavioural and learning needs***
Our Strategic Goal One	***Encourage the Best Community Engagement*** ***1.1: Communicate and celebrate success*** ***1.2: Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools*** ***1.3: Ensure the that as the school extends our vision and values remain at the heart of our decision making and delivery regardless of geographical area***
Our Expected Outcomes	***1.1: Communicate and celebrate success*** ***1.1a**: Board is engaged with community and staff* ***1.1b:** There is regular two way communication with whanau using a variety of tools* ***1.2: Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools*** ***1.2a:** The school is visible across all catchment areas* ***1.2b:** The wider community is aware of our purpose* ***1.2c:** Satellite classes are well integrated into their host schools* ***1.2d**: Satellite staff have connected with host school staff to build pathways for our students'' integration* ***1.2e**: ORS students' and their teaching and support staff in local schools are supported by our school* ***1.2f:** Our whanau feel connected and engaged with our school regardless of their geographical location* ***1.3: Ensure the that as the school extends our vision and values remain at the heart of our decision making and delivery regardless of geographical area*** ***1.3a:** Our mission, vision, values and /or whakatauki form the basis of all decision making* ***1.3b:** Decisions made are equitable across all sites within the school* ***1.3c:** Steps are in place to ensure all whanau have a voice in decision making and have access to leaders* ***1.3d:** Leaders and staff actions reflect our mission, vision, values and /or whakatauki across all sites*

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First Year Plan 2021

Strategic Initiatives	*Actions in 2021*	*How to achieve this?*	*Who will lead this?*	*When*	*Measures of Success*

1.1: Communicate and celebrate success	***All members of our school community should know what is happening and what we are doing well***
	1. Board plans a communication plan for the community and shares this with the community
	2. Social opportunities are planned for Board to meet staff at informal events and at and socialise
	3. Whanau are asked for feedback on the areas they would like to have more information on
	4. When consulting whanau a variety of tools are used to ensure that all have a voice
	5. Key aspects of school life are identified to share with the wider community each year as part of the communication plan
	   - Opening of new satellites
	   - The 100th student is enrolled
	   - An annual tree planting ceremony at Seaview
	   - Regular uploading of events of school life to the website
		o *Board creates a communication plan and shares this with the school community*
		o *2021 Social calendar planned for Board and staff and Board and whanau*
		o *Parent feedback sought*
		   - Feedback on strategic plan
		   - How can whanau connect across the school?
		   - Whanau asked what information they would like to receive
		o *Milestone of 100th student starting at our school is celebrated in media.*
		o *Opening of the new satellite classes is shared in media*
		o *End of term uploading of photos of school events on the banner on the school's website*
			Board
			
			SMG
			Board
			
			SMG
			Board
			
			Board Chair
			Principal
			
			Principal
				Term 2
				
				Term 2
				
				Term 1
				
				Term 4
				
				As they occur
				
				Each term
					Baseline:
					Many things happen over a school year. Successful achievements have occurred but many whanau are unaware of these as they are not publicized. In this strategic plan we will make sure that whanau are aware of all achievements and that these are also shared with the wider community via media and the website.
					
					By the end of 2021:
					This year we will have a communication and social calendar in place for both the whanau and staff. The board and SMG will actively seek feedback from whanau on some key areas in order to make plans for the future
					
					Evidenced by:
					o *Communication is prepared and shared*
					o *Social calendar for year is planned and shared*
					o *Parent feedback is in sort via paper copy, digital versions or via phone calls, visits or emails*
					o *Website has events uploaded to record our successes*

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First Year Plan 2021

Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success

1.2: **Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools**	***During this three year period, building whanau engagement so that they feel connected and are more knowledgeable will be a focus.***
	1. *New opportunities for whanau engagement are explored with events planned for each year*
	2. *Ways to connect with whanau across the extended distances are investigated.*
	3. *Whanau attendance at meetings, workshops, and social events is recorded to compare year to year*
		o *A calendar of events is planned for this year in all geographic areas*
		o *Whanau events will be used to provide an opportunity for discussion around what is needed to help them connect*
		o *A plan will be created for those chosen and events planned for 2021 will be actioned*
		   - *Whanau BBQs T1 and T4*
		   - *Low Sensory session at Awesome Bounce T2 held and attendance tracked*
		   - *Teaching Mathematics at Mahinawa workshop for parents*
		o *SMG ask local schools and CRRSC schools how they support whanau*
		o *Whanau attendance at meetings BBQ to be entered into spreadsheet*
		o *Whanau asked how we can connect them during the Whanau BBQ and an action plan created 22 and 23*
			SMG and staff
			
			SMG
			
			SMG
			Therapy team
			Teachers
			
			SMG
			
			SMG
			
			SMG
				Term 1
				
				Term 1 to Term 4
				
				Term 1 and 4
				
				Term 2
				
				Term 1 and 4
					Baseline:
					It is sometime since whanau were asked what it is they wanted from the school and with the extension of the school we will need to explore new ways to connect staff.
					
					By the end of 2021:
					We will have identified how whanau want to be connected and ways we can do that.
					
					Evidenced by:
					o *Calendar of events is in place for 21-23*
					o *Events for planned for 2021 are held*

	By engaging with community beyond or school, we share what we do and ensure that those who need to know about us will.at the same time we will strengthen our relationships with our host schools 1. *Events planned and organised for the outside community to attend.* 2. *Kahui Ako schools offered workshops* 3. *Regular meetings are held with host school principals and staff* 4.	o *Open day event planned for wider community* - *Term 3on a Saturday am or pm.* o *The Inclusion folders held by Host schools are reviewed and updated. These share our philosophy and procedures and purpose around inclusion* o *Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3* o *PM/AM tea with Host school staff to thank and talk about inclusion* o *PLD sessions are planned for 2021 and tagged for Kahui Ako staff*	*SMG and staff* *SMG* *SMG* *Therapy team* *Teachers* *SMG* *SMG*	*Term 1* *Term 1 to Term 4* *Term 1 and 4* *Term 2*	**Baseline**: *As new staff come on board in satellites and new satellite schools start, we will need to update our inclusion processes and expectations. This will need to be shared with host schools.* *Looking for ways to connect with the wider community, work will begin with those schools with satellites, Outreach or belong to our Kahui Ako. .* ***By the end of 2021***: *We will have met with Host school's staff, run workshops for staff working with ORS elsewhere* o ***Evidenced** by:* o *Meetings held with host school principals and staff* o *Workshop offered for Kahui Ako staff* o *Open day held one Saturday*

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First Year Plan 2021

Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success

1.3:
 Ensure the that as the school extends, our vision and values remain at the heart of our decision making and delivery regardless of geographical area
	As school extends and the distance between the main site and our furthest satellites grows, it is vital that our vision and values remains as the backbone to any decision made and that they are equitable for all.
	 1. All documentation contains reference to our mission. Vision, values and whakatauki
	 2. There is evidence that effects of any decisions on all sites is considered when leaders and board make these decisions
	 3. Multiple tools are used to engage all whanau in every site and no one tool is used to that ensuring all have a voice
	 4. Leaders audit staff interactions to ensure standards are uniform on all sites in all areas
		o Our mission. Vision, values and/or our whakatauki are added to documentation as a reminder to all
		
		 o Teacher, staff, therapy team, SMG and Board are to consider the effects of decision for all sites to ensure equity
		 o Minutes are kept of teacher, staff, therapy SMG and Board meetings to show consideration of the effect of any decisions made for all sites.
		 o Whanau surveyed how each wants to provide information or feedback
		 o When consulting with whanau to gain feedback we use as many tools as we can
		    - Face to face discussions at social events with innovative gathering of info – tokens, post-its etc
		    - Workshops on the topic face to face or by zoom
		    - Phone calls made to staff who wish to be consulted this way
		    - Emails sent out
		    - Surveys
		    - Hard copies sent out
			SMG
			
			 SMG to ensure it happens Board
			 SMG
			
			 SMG
				Term 1
				
				 Term 1
				
				 Term 4
				
				 Term 3
				
				 Term 3
				
				 Term 3
				
				 Term 2
					Baseline:
					 At present there are two distinct locations – Porirua and the Kapiti Coast. As the school expands we will move into four areas. It could easily happen that some locations get more resources, consultation etc because of the ease with which this can happen in one geographic area. .
					
					 By the end of 2021:
					 We want all staff to know what is driving the school –our mission vision values and whakatauki. We want the adherence to these is uniform across all sites. We want whanau to have equitable voice across all the sites with no one group having more influence than another.
					
					 Evidenced by:
					 o *Whanau survey on how they want to provide info and be consulted*
					 o *Multiple ways are always used when asking whanau for information/feedback*
					 o *Our mission. Vision, values and/or our whakatauki is on all documentation to increase awareness*
					 o *Groups making decision must show that they are considering the effects on every site.*

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First Year Plan 2021

Our Vision	*To be the best we can be*
Our Purpose	*Our school will be the centre of expertise and resources for students with autism and behavioural and learning needs*

Our Strategic Goal Two	*The Best Staff Delivering Best Programmes*
	   2.1: Create a student focused Well –Being Team
	   2.2: Strengthen our transition processes out of school

Our Expected Outcomes	*2.1: Create a student focused Well –Being Team*
	   2.1a: A service will be created to improve student health well-being and engagement
	   2.1b: Each specialist will have a caseload of students requiring their support
	   2.1c: There is a plan to provide the service to identified students in need
	   2.1d: The workload is reduced in this area for Specialists and teacher
	
	2.2: Strengthen our transition processes out of school
	   2.2a: The transition process leads parents to explore possible futures for their children
	   2.2b: The transition process is clearly visible to families
	   2.2c: Students will have successful placements with a smooth transition to their post-Mahinawa setting
	   2.2d: Teachers have the tools to support families develop a plan for life after Mahinawa

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First Year Plan 2021

Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
2.1: Create a student focused Well – Being Team	*We want to create a Wellbeing team focused on the health and wellbeing issues some students and their whanau face and prevent them from achieving their best.* 1. *Identify key roles e.g. health coordinator, social worker and other key workers who could help to reduce teacher and therapy workload and ensure students are working at their best* 2. *Prepare a roll of possible students for each of the agreed workers and order them in the order of their benefit to teachers students and whanau* 3. *Employ the workers for the rolls identified of high benefit* 4. *Record the active cases each worker has each month noting any trends and patterns and use this to measure the success of the team over time.*	o *Identified key roles with staff that they see as most beneficial to reducing workload and barriers to students'' achievement* o *Prepare a roll for each role and use this as part of the decision making around which roles will we prioritise over the next three years* o *Prepare job descriptions for each role agreed* o *Advertise and employ worked for those prime roles* o *Track roll of each worker each term, length of stay on the roles and trends and patterns over the year.* o *Evaluate the success of each roll in the new team and what additions/changes need to be mad in the future.*	*All staff* *SMG Therapy team Teachers* *Principal Deputies and therapy leader* *Principal Therapy leader* *Principal Therapy leader*	*Term 1* *Term One* *Term Two* *Each term* *Term Four*	*Baseline:* *Many students are affected by wellbeing issues which take up a large amount of leaders, therapists and teachers time when they are not necessarily the most qualified people to dealing with. There are some documents and processes e.g. Seizure and asthma management , medication forms and processes that should be managed by a person with a medical background thus lightening teacher workload* *By the end of 2021:* *While the team may not be in place, the background work will be completed and staff ready to start in 2022. We will have identified the roles on the team and know the order in which they should be employed. Job descriptions and employment agreements will have been prepared.* *Evidenced by:* o *Roles with the team are agreed and their priority of employment has been identified* o *Students who would benefit from each role will be identified and a roll created* o *Job descriptions created* o *Employment conditions and issues resolved* o *Roles will have been advertised and possibly staff appointed* o *Salaries of the team will have been budgeted*

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Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
2.2: Strengthen our transition processes out of school	**Leaving school at 21 years is a major milestone for students and their whanau. Our aim is to strengthen our process to make this transition as smooth as possible.** 1. An agreement is prepared with the preferred agency for the following year 2. Engagement meeting is held at the end of each year for parents of students leaving in the next two years. Here they can be introduced to our agency and the process explained and started 3. Meetings held with teachers Y9 to Y15 to help plan the document changes and to understand the documents' purpose and how to administer it 4. A method for gathering student voice is created and used by teacher.	○ An agreement is made between Mahinawa and a new agency, Whitford Brown Trust. as a trial in in 2021 ○ An engagement meeting with Whitford Brown Trust is set up Term 1 2021 with parents of students leaving in 2021 and in Term 4 for those leaving in 2022 ○ Meetings for teachers in Y9 and above spaces meet to look current documentation and make additions using the Six F Words format as a planning tool. ○ Workshops planned for transition parents on using the new document and the Six F Words as a planning tool ○ Teachers Y9 and introduced to the tool "Talking Mats" as a way to gather student voice ○ Mohuia programme adapted to include sessions about talking about aspects of the PLAN interview so students are prepared. ○ All staff create a <u>Building Self Worth</u> programme to help build self esteem and to encourage students sharing positive comments	*SMG* *SMG* *SMG teachers Relevant therapists* *SMG teachers Speech language team* *SMG Mohuia Teacher*	*Term 1* *Term 1* *Term 4* *Term 2 and 3* *Term 3* *Term 3* *Term 2* *Term 3*	**Baseline**: *Students and staff can get quite stressed when asked to make decisions around the future. We have had agencies neglect our expectations and have had to step in and take on their role when time is running short.* **By the end of 2021**: *We will set up a new agency, as a trial for 2021 and get the first two steps of the MSD process completed by the end of term 1. In term 2 we will have set up opportunities for students to practice talking about their PATH plan in a natural way so that they are more able to contribute to the discussion. We will explore changes in our documentation to see how the Six F Word format and Talking mats can improve our documents.* **Evidenced by:** ○ *Contract with Whitford Brown Trust in place for 2021* ○ *Session for parents held in Term 1 to explain their process and to meet their agent.* ○ *Parent have contracts in place and the PATH plan completed by Term 1* ○ *Teachers haver reviewed our documents to incorporate Six F Words* ○ *SLTS and teachers have looked at how we can sue Talking Mats over a period to get student voice on key questions they are expected to respond to*

First Year Plan 2021

Our Vision	*To be the best we can be*
Our Purpose	*Our school will be the centre of expertise and resources for students with autism and behavioural and learning needs*

Our Strategic Goal Three	*The Best Staff Delivering Best Programmes*
	  3.1 Enable continuous research and innovation
	  3.2 Strengthen staff engagement and wellbeing
	  3.3 Enhance Technology

Our Expected Outcomes	*3.1 Enable continuous research and innovation*
	    3.1a: Previous PLD is coaches can see that their focus is embedded in teaching practice across all sites.
	    3.1b: Teacher capability is lifted in these previous PLD foci.
	    3.1c.: There is a culture of researching new and best practice
	    3.1d: New staff are coached on best practices, tools etc currently being used across the school.
	    3.1c: The leadership model evolves to support staff engagement across the extended sites.
	
	3.2 Strengthen staff engagement and wellbeing
	    3.2a Staff are positive, happy and work collaboratively
	    3.2b Staff feel connected, valued, well supported and looked after
	    3.2c Staff are engaged in improving teaching and learning across the school
	    3.2d The leadership model evolves to support learning encourages new leadership and teacher wellbeing across the school
	
	3.3 Embrace Technology
	    3.3a An updated digital strategy is in place for 2021-2023
	    3.3b An asset replacement plan has been developed to ensure technology tools are current
	    3.3c Teachers used digital technologies confidently to enhance teaching and learning programmes
	    3.3d Digital tools are used to assist with managing the school across increasing distance and sites.

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Strategic Initiatives	*Actions in 2021*	*How to achieve this?*	*Who will lead this?*	*When*	*Measures of Success*
3.1: Continuous research and innovation (continued)	***Ensuring current PLD introduced to date is embedded in practice and support those learning or new to these.*** 1. PLG leaders are identified and staff baseline in each area is created 2. Staff new to the PLG areas are coached and supported as they adopt the approach, tools etc with a coaching plan created to achieve this 3. A tool is created to report status of uptake across all sites	o *Identified leaders in key PLD areas review staff in their area of expertise to identify those needing further support and those above to support these staff.* o *PLG sessions are set up with leaders in key PLD areas each term to help support new staff* o *PLD leaders will create a template to use when reporting progress in the uptake of these key areas of learning t* o *Meetings to discuss progress are held with SMG* o *A final report of achievement will be made to the BOT*	*Leaders of PE Digital Technology AAC Balanced Literacy SPEC Behaviour Sensory Needs*	*Term 1* *Term 1* *Term 2* *Each term* *Term 4*	***Baseline***: *Over 2016-2020 staff have been exposed to a range of new approaches and tools. With change of staff over this period there is a range of embedding these practices and tools into teaching. There is no way of knowing which teachers are using the tools and which are not.* ***By the end of 2021***: *New staff will have been introduced to PLD through PLG sessions and have a coach to support them.* *A tool will have been created which will indicate the staff able to coach new staff and those needing coach.* *This tool will be used to report progress to the Board in Term Four.* ***Evidenced by:*** o *PLG sessions planned for new staff* o *Coaches provided for new staff* o *A review of staff uptake of key ideas* o *A report on progress to the Board in Term*
	All staff will undertake inquiries into best practice to encourage professional growth 1. Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui 2. SMG has inquired to look at alternative leadership models will continue into the 2021 appraisal period 3. A plan for the extension of leadership is created 4. The new model of leadership's first stage is implemented	5. *SMG to research models used in local schools, within the Central Region Special school cluster and in schools with a large catchment and satellite model in other areas.* 6. *All teachers will be expected to undertake personal inquires in some aspect of their programme or practice* 7. *A model of leadership is created that enables DPs to have oversight of large numbers of staff, staff to take up leadership of teams, curriculum areas and to manage sites.* 8. *Management units are tagged to each role* 9. *Job descriptions are created for each role.* 10. *Roles are advertised and appointed* 11. *Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback*	*Principal Deputies*	*Term 2 3 4 2020 Term 1 2021* *Term 1* *Term 1* *Term 1* *Term 1* *Term 1* *Term 4*	***Baseline***: *In order to continue to develop staff need to be inquiring into best practice. SMG will need to review the leadership model to reflect the changes in the school.* ***By the end of 2021***: *A new leadership model will have been designed and the initial changes implemented. This model will have to be flexible enough to accommodate the roll growth* ***Evidenced by:*** o *Teachers have set up inquiries in Arinui and shared this principal Model designed and shared* o *Units allocated to roles* o *Role descriptions created* o *Roles advertised* o *Leaders and coordinators appointed.*

First Year Plan 2021

Strategic Initiatives	*Actions in 2021*	*How to achieve this?*	*Who will lead this?*	*When*	*Measures of Success*
3.2: Strengthen staff engagement and well being	***Everyone thrives in a happy environment where they feel supported and valued.*** 1. *Meetings where staff can support each other through collaboration are planned each term* 2. *Leaders have planned sessions with class teachers to provide the support and the sense of connection needed* 3. *New ways are explored and tried to keep staff connected and informed.* 4. *Social events are planned for the year particularly during Weeks 5 6 and 7 when staff energy drops*	o *Meetings are in place for team meetings to work on planning EOTC etc together* o *DP's are in contact with team each day to ensure they have staffing in place and needs are met* o *Staff bulletin is sent out daily with the day's happenings* o *School calendar is shared* o *Social events are held regularly both on the Coast and in Porirua*	*SMG to plan* *Deputies* *SMG* *SMG* *SMG and Staff*	*Term 1* *Term 1* *Term 1* *Term 1* *Term2*	***Baseline***: *With the extension of the school across more sites, being able to work together to plan and problem solve will be important. With 32 kms between Coast sites and Porirua sites, giving the distant classes a sense of being part of a bigger school is already challenging. The immediate solution is to use technology to breach the distance for meetings etc but then this isolates staff more. Bringing staff together can create a sense of resentment to those who have to travel.* ***By the end of 2021***: *Staff will be meeting regularly in teams to work together. Leaders will have worked on new ways to give staff a sense of being informed. Staff connectedness will be a topic of discussion for us to explore and balance the solutions.* ***Evidenced by:*** o *DPs contact team daily to ensure staffing and needs are in place* o *Staff bulletin is in place to keep staff informed of each day's events* o *School calendar is shared* o *Other ways to keep staff connected and feeling valued have been explored and trialled.*

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First Year Plan 2021

Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
3.2: Strengthen staff engagement and well being *(continued)*	**Staff feel valued when they are able to share achievements and concerns and are supported by colleagues.** 1. Strategies are set as part of the format of all staff meetings to support positive attitudes. 2. Staff take part in a formalised Stay Interview in Term Two. 3. A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff and this is sent out each Term Three. 4. An action plan is prepared from staff suggestions and shared with staff 5. Results of this new survey are compared year on year.	o SMG will plan using mindfulness strategies to encourage staff of their and their students' achievement particularly during the middle weeks of term when morale is low. o SMG to formalise the Stay interview with set questions and topics for discussion. These interviews will give feedback on engagement, a staff member's sense of connections etc as well identify future plans. o Stay Interviews to be held in Term Two. This is time enough for staff to know if they are happy in the class space, the students level and the site and to have identified what they need for the rest of te year and their future and any concerns o Any action made obvious from these interviews will be made into a plan with common themes identified and fed back to individual staff as needed o SMG to collate the questions from as many wellbeing surveys – Gallop, Flourish etc and identify a questions that have meaning for all staff in our school. o A staff meeting is to be held to look at these and get feedback from staff on the reason for the questions, and the final questions o Survey will be sent out to all staff to gather baseline data on staff wellbeing and sense of connectedness to the school. o A plan using the results to resolve issues will be made and shared with staff to action over the next 12 months.	Senior Management Senior Management Principal and staff SMG and Principal SMG and Staff SMG and staff SMG SMG and staff	Term 2 Weeks 9, 10 Terms 1 Term 2 Term 3, 4 Term 2 Term 2 Term 3 Term 3 Term 4	**Baseline**: *With the extension of the school across more sites, being able to work together to plan an problem solve will be important. In isolated classes staff can feel alone and uncared for giving rise to negative feelings.* **By the end of 2021**: *Staff will be meeting regularly in teams to work together. Leaders will have worked on new ways to give staff a sense of being informed. Staff will explore together ways they can keep connected despite the distance between. Staff will have an opportunity to share achievement and concerns in their formalised stay interviews. The annual survey will measure staff wellbeing connectedness an engagement to measure against each year.* **Evidenced by:** o *Stay interviews held in Term 2* o *At least one strategy is formalised in team meetings to help staff keep positive* o *Staff have created an annual survey using Flourish and Gallop questions to measure staff wellbeing connectedness and engagement* o *The survey has been completed by all staff in Term 3 and an action plan to rectify issues is planned and reported back to staff*

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First Year Plan 2021

Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
3.3: Embrace Technology	*We need to ensure we have the update to tools and skills to enable us to have success with Digital Learning, Distance learning should another Lockdown occur and to counteract the increased distances between staff and sites.* 1. *Engage TTS to undertake and audit of the hardware and staff skills* 2. *Assets are identified as obsolete and outdated equipment is removed from the Asset Register and a plan created to replace outdated equipment with costs and timing* 3. *A three year roll out of both asset replacement and skills development is prepared and priced for budgeting* 4. *PLD provider is engaged to coach staff in IT tools* 5. *Staff run workshops on some aspects of the current tools – IWB apps, Ipad Apps Word Google classroom etc.* 6. *New digital tools are implemented to ease increased administration workload*	o *Principal completes MOE PLD application for Digital audit from TTS.* o *Once audit of skills is completed, a plan for PLD identified as being needed to support staff and the new enlarged school will be planned* o *The audit will identify assists that are no longer fit for purpose and a replacement plan developed for 2021-2023.* o *Costs for the replacements in 2022 will made and budgeted for next year.* o *Each term, staff are asked to share IT tools and to run workshops for all staff.* o *Principal will explore with CRSSC and Auckland Principals, the use of digital tools to keep staff connected and to help with admin tasks.*	*Principal* *TTS Principal* *TTS Principal* *Principal Board* *SMG* *Principal*	*Term 2* *Term 3* *Term 4* *Term 4* *Term 4* *Term 2 3 4*	***Baseline***: *Staff worked on MOE funded PLD in 2016 around LWDT. Many of those staff have moved on and new staff are unsure how to use or unaware of what is available to use. New staff also have skills that long term staff maybe unaware. The hardware in the school is mostly dated from the start of the new school and is now ten years old and needing updating.* ***By the end of 2021***: *If successful with our application, the PLD provider will audit assets and staff skills. In 2021. They will help us use technology to overcome the difficulties of distance and to make admin etc easier. There will be an asset replacement plan in place. Items on this will be budgeted. Staff will have started sharing digital tools.* ***Evidenced by:*** o *Principal completed application for PLD support* o *Audit of skills completed and next steps identified* o *Audit of assets and replacement plan created* o *Replacement of 2022 assets is included in the budget* o *Discussions with other special school principals is held around using IT to reduce workload and increase connectedness.*

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First Year Road Map 2021

Strategic Goal	Initiative	Term One	Term Two	Term Three	Term Four	Needing follow up in 2022
Goal One Encouraging the Best community Engagement	*Initiative 1.1* Communicate and celebrate success	**Communicate and celebrate success** o 2021 Social calendar planned for Board and staff and Board and whanau o Parent feedback sought - Feedback on strategic plan - How can whanau connect across the school? - Whanau asked what information they would like to receive o Milestone of 100th student starting at our school is celebrated in media.	**Communicate and celebrate success** o Board creates a communication plan and shares this with the school community o Parent feedback sought on: - How can we connect whanau across the school? - Whanau asked what information they would like to receive	**Communicate and celebrate success** o Parent feedback sought on: - How can we connect whanau across the school	**Communicate and celebrate success** o Opening of the new satellite classes is shared in media o End of term uploading of photos of school events on the banner on the school's website	**Communicate and celebrate success** o
	Initiative 1.2 Extend engagement with whanau, local schools and wider community using a diverse range of tools	**Extend engagement** o The Inclusion folders held by Host schools are reviewed and updated. These share our philosophy and procedures and purpose around inclusion o Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3	**Extend engagement** o Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 o	**Extend engagement** o Open day event planned for wider community - Term 3on a Saturday am or pm. o Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 o PLD sessions are planned for 2021 and tagged for Kahui Ako staff	**Extend engagement** o PM/AM tea with Host school staff to thank and talk about inclusion o	**Extend engagement** o
	Initiative 1.3 Ensuring consistency of delivery and consultation across all sites	**Ensuring consistency of delivery and consultation across all sites** o Our mission. Vision, values and/or our whakatauki are added to documentation as a reminder to all	**Ensuring consistency of delivery and consultation across all sites** o Whanau surveyed how each wants to provide information or feedback o	**Ensuring consistency of delivery and consultation across all sites**	**Ensuring consistency of delivery and consultation across all sites** o	**Ensuring consistency of delivery and consultation across all sites** o

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		o *Teacher, staff, therapy team, SMG and Board are to consider the effects of decision for all sites to ensure equity* o *Minutes are kept of teacher, staff, therapy SMG and Board meetings to show consideration of the effect of any decisions made for all sites.* o *When consulting with whanau to gain feedback we use as many tools as we can* 　- *Face to face discussions at social events with innovative gathering of info – tokens, post-its etc* 　- *Workshops on the topic face to face or by zoom* 　- *Phone calls made to staff who wish to be consulted this way* 　- *Emails sent out* 　- *Electronic and face to face Surveys* 　- *Hard copies sent out*				
Goal Two Building the Best Student Learning Environment	**Initiative 2.1** *Create a student focused Well Being Team*	**Wellbeing team** o *Identified key roles with staff that they see as most beneficial to reducing workload and barriers to students" achievement* o *Prepare a roll for each role and use this as part of the decision making around which roles will we prioritise over the next three years*	**Wellbeing team** o *Prepare job descriptions for each role agreed*	**Wellbeing team** o *Advertise and employ worked for those prime roles*	**Wellbeing team** o *Track roll of each worker each term, length of stay on the roles and trends and patterns over the year.* o *Evaluate the success of each roll in the new team and what additions/changes need to be made in the future*	**Wellbeing team** .
	Initiative 2.2 *Strengthen our transition processes out of school*	**Transition Process** o *An agreement is made between Mahinawa and a new agency, Whitford*	**Transition Process** o *Mohuia programme adapted to include sessions about talking about aspects of the PLAN*	**Transition Process** o *Meetings for teachers in Y9 and above spaces meet to look current at documentation and make additions using the Six F*	**Transition Process**	**Transition Process**

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		Brown Trust. as a trial in in 2021 o *An engagement meeting with Whitford Brown Trust is set up Term 1 2021 with parents of students leaving in 2021 and in Term 4 for those leaving in 2022* o	*interview so students are prepared*	*Words format as a planning tool and Talking mats* o *Workshops planned for transition parents on using the new document and the Six F Words as a planning tool* o *Teachers Y9 and introduced to the tool "Talking Mats" as a way to gather student voice*		
Goal Three The Best Staff Delivering the Best Programmes	***Initiative 3.1*** *Enable continuous research and innovation*	***PLD*** o *Identified leaders in key PLD areas review staff in their area of expertise to identify those needing further support and those above to support these staff.* o *PLG sessions are set up with leaders in key PLD areas each term to help support new staff* ***Leadership Model*** o *SMG to research models used in local schools, within the Central Region Special school cluster and in schools with a large catchment and satellite model in other areas* o *A model of leadership is created that enables DPs to have oversight of large numbers of staff, staff to take up leadership of teams, curriculum areas and to manage sites.* o *Management units are tagged to each role* o *Job descriptions are created for each role.* o *Roles are advertised and appointed* o *Meetings with SMG are held with new leaders/*	***PLD*** o *PLD leaders will create a template to use when reporting progress in the uptake of these key areas of learning* o *Meetings to discuss progress are held with SMG* ***Leadership Model*** o *All teachers will be expected to undertake personal inquires in some aspect of their programme or practice* o *Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback*	***PLD*** o *Meetings to discuss progress are held with SMG* ***Leadership Model*** o *Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback*	***PLD*** o *Meetings to discuss progress are held with SMG* o *A final report of achievement will be made to the BOT* ***Leadership Model*** o *Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback*	***PLD*** ***Leadership Model***

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		management unit holders at appropriate to give feedback				
	Initiative 3.2 *Strengthen Staff engagement and wellbeing*	***Staff are connected*** o *Meetings are in place for team meetings to work on planning EOTC etc together* o *DP's are in contact with team each day to ensure they have staffing in place and needs are met* o *Staff bulletin is sent out daily with the day's happenings* o *School calendar is shared* o *Social events are held regularly both on the Coast and in Porirua* ***Wellbeing and Engagement*** o *SMG to formalise the Stay interview with set questions and topics for discussion. These interviews will give feedback on engagement, a staff member's sense of connections etc as well identify future plans*	***Wellbeing and Engagement*** o *SMG will plan using mindfulness strategies to encourage staff of their and their students' achievement particularly during the middle weeks of term when morale is low* o *Stay Interviews to be held in Term Two. This is time enough for staff to know if they are happy in the class space, the students level and the site and to have identified what they need for the rest of te year and their future and any concerns* o *Any action made obvious from these interviews will be made into a plan with common themes identified and fed back to individual staff as needed* o	***Wellbeing and Engagement*** o *SMG to collate the questions from as many wellbeing surveys – Gallop, Flourish etc and identify a questions that have meaning for all staff in our school.* o *Survey will be sent out to all staff to gather baseline data on staff wellbeing and sense of connectedness to the school.* o *A plan using the results to resolve issues will be made and shared with staff to action over the next 12 months.* o *A staff meeting is to be held to look at these and get feedback from staff on the reason for the questions, and the final questions*		
	Initiative 3.3 *Embrace Technology*	***Right Tools and skills to use*** o *Principal completes MOE PLD application for Digital audit from TTS.* o *Each term, staff are asked to share IT tools and to run workshops for all staff.*	***Right Tools and skills to use*** o *TTS are engaged* o *Principal will explore with CRSSC and Auckland Principals, the use of digital tools to keep staff connected and to help with admin tasks.*	***Right Tools and skills to use*** o *Once audit of skills is completed, a plan for PLD identified as being needed to support staff and the new enlarged school will be planned* o *The audit will identify assists that are no longer fit for purpose and a replacement plan developed for 2021-2023.*	***Right Tools and skills to use*** o *Costs for the replacements in 2022 will made and budgeted for next year.*	

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